

**Why the Allies Won WWII:
A Focus on Leadership, Technology/Military Power, Moral Motivations, Allied
Bombing, and Battles on the Eastern and Western Fronts**

An Honors Thesis (HONRS 499)

By

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A handwritten signature in black ink that reads "Sergei Zhuk". The signature is written in a cursive, flowing style with a large, prominent 'S' at the beginning and a long, sweeping tail at the end.

Ball State University
Muncie, Indiana

May 2011

Expected Date of Graduation
May 2011

Abstract

Arguably, one of the most important wars in our World's History, WWII stands out for its magnitude, the ferocity in which it was fought, and for the consequences that resulted. Officially fought between the years 1940-1945, its beginning is not easily defined. Some historians believe WWII actually began as early as the conclusion of WWI in 1918. Regardless of when WWII began, the War itself impacted the entire World. It was an extremely complex War fought on multiple fronts: militarily, economically, ideologically, and politically. Due to its complexity, WWII is one of the most interesting events in our World's History to study, learn, and write about. This is demonstrated by the astonishing amount of resources available to study regarding the Second World War. While there is an abundance of resources available, historians still debate why the Allied Powers were successfully able to win the War. Once again, due to the War's complexity, historians have arrived at a multitude of different reasons the Allies won. In this thesis paper, I will explain my personal belief of why the Allies won, focusing on six main elements that led to the Allies' success. I will discuss the importance and interaction of the Battle of the Atlantic, the Battles of the Eastern Front (Soviet Union's sacrifice), the Allied Bombing, the superior Allied technology/military power, Allied moral motivations, and the strength of Allied leadership to demonstrate why the Allies won WWII.

However, it is also important to be able to teach our future generations about the important historic events that have shaped the world in which they live. One of the biggest tests to the amount of understanding about a topic an individual possesses is the ability to teach the topic to another person. As a result, this thesis will also provide the reader with ways in which this topic, WWII, can be taught in a classroom setting. The reader will be able to look through the lessons, objectives, procedures, and resources to understand how a concept discussed in a research paper can be translated into a teaching format to educate children about the important elements discussed (in the research paper) in a way students can easily understand.

Acknowledgements

- I would like to thank Dr. Sergei Zhuk for his invaluable assistance and guidance through the completion of this thesis. His knowledge and expertise in the area I have chosen has been an incredible and much appreciated element during not only my time writing this thesis, but also my time at Ball State University.
- I would also like to thank Dr. Kevin Smith for his guidance and assistance in completing this thesis. I accredit my love and desire to learn more about WWII to Dr. Smith. I was fortunate enough to take Dr. Smith's WWII class, and his expertise of the content, his ability to inspire me with his teaching strategies, and his desire to teach every student who walks through his door about his passion has inspired me not only in writing this thesis, but also in my pursuit to become a Social Studies Educator.
- Finally, I would like to thank my family and friends who have encouraged me through this process of completing this thesis and my undergraduate coursework. My undergraduate college career, especially my senior year, has been one of the most stressful yet rewarding experiences of my life. My family and friends have been a huge reason for my successes and I wish I could adequately tell them how much I appreciate their support and encouragement. I could not have done it without them.

Why the Allies Won WWII

Dean Koontz once said, “What we do as a society is seek simple answers”. In our complex world, individuals often desire the simplest answers for the questions they face. However, the fact remains that questions do not always have simple answers. Historians understand this fact, and as a result they can as accurately as possible, answer a question such as why the Allies won World War II. Rather than giving a simple answer such as numeric superiority, historians assess the many campaigns and structural elements that played a significant role in the final Allied victory. After this assessment, the argument can correctly be made that the Allies won World War II due to the proper application of overwhelming force through the interaction of Allied technology/military power, Moral motivations/aspirations, and strong Allied leadership during the Battle of the Atlantic, Battles in the Eastern Theatre, and Allied Bombing.

The Allies knew that control of the Atlantic Ocean was vital if they had any hope of winning World War II. If they were not the dominant presence in the Atlantic, then they would lose the extremely important supply lines from America to the multiple theatres of war, the British shipping lanes necessary for access to her colonies, and any hope of future offensives in Europe. Without the supply lines carrying American resources and troops to Britain as well as other fronts, and without future offensives in Europe, the Allies would fail to win the war. Franklin D. Roosevelt and Winston Churchill showed the strength of the Allied leadership that would eventually help the Allies win the War when they met to discuss their current situation in the Atlantic Ocean. At this meeting, the two Allied leaders created a document called the Atlantic Charter,

which laid out the desires of the Allies for the World once the War was over. This was an extremely important event as it was one of the first interactions between Roosevelt and Churchill, signifying their desire to work together. America was presently under a policy of isolationism, determined to stay out of the “European” War, but the weakening of this isolationist policy and the beginning of an Anglo-American alliance cooperating to win the War was beginning to arise. At this meeting, although specific War strategies were not necessarily discussed, America’s willingness to aid Great Britain was understood.

*“Both men knew how much control of the sea mattered to the democracies. Churchill told Roosevelt in December 1940 that shipping was ‘the crunch of the whole war’; in May 1941 Roosevelt suggested to Churchill that the war ‘would be decided in the Atlantic’ and if Hitler could not win there ‘he cannot win anywhere in the world in the end’”.*¹

Early in the War, after the Atlantic Charter meeting, the United States would initiate the Lend-Lease Act, which would begin sending aid to the Allies in their efforts to defeat the Axis Powers. This was another sign of the weakening of the American isolationist policy. It was also a sign of the ability of the Allied Powers to work together and use their manufacturing/economic capabilities to eventually win WWII. The fact that both men met to discuss what needed to be done after the War and shared the belief that control of the Atlantic would decide the war shows the importance of the Atlantic Ocean to the success of the Allies as well as the solidarity of the Allied leadership.

The major threat to the control of the Atlantic was the German submarines. The German U-boats used new strategies such as forming wolfpacks, consisting of multiple U-boats working in unison, to carry out attacks on Allied ships from the surface. Carrying out attacks from the surface allowed the U-boats to travel at higher speeds as well as

¹ Richard Overy, *Why the Allies Won* (New York, N.Y., 1997), 26.

escape the Allied ships equipped with sonar, which was only meant to locate submerged submarines. From 1940 to 1942, the German submarines caused serious damage to Allied shipping. British imports dropped significantly during this period and the Allies were struggling to produce enough ships to replace the ones being sunk amid other problems. The U-boats early success was partly due to the Allied unpreparedness to fight an anti-submarine battle in the Atlantic. Both Britain and America tried early on to sail merchant ships without convoys, as they were afraid the convoys would slow the merchant ships down leaving them vulnerable to attacks. Also, the Allies did not have the technology to help find and defeat the U-boats and did not utilize air power to its full potential during the first stages of the Battle of the Atlantic.

As the Allies continued to sustain heavy losses to their merchant shipping, even after implementing the use of convoys, the development of technology to gain the upper hand over the U-boats became a major necessity. One of the first priorities was to create a device that would allow the Allied ships to locate the surfaced U-boats. The Allies found the answer to this issue by using radar and high frequency direction finders. These new devices would allow the Allies to find U-boats on the surface of the Atlantic using narrow wavelengths that would not be affected by the ocean's waves. Not only did Allied ships use this technology, but also Allied aircraft in the Battle of the Atlantic were equipped with radar and submarine detection technology. An example of the radar used by some of the aircraft was that of the B-24's.

"The heart of the antisubmarine B-24's capabilities was its microwave radar equipment, known as Airborne Surface Vessel Detection ten millimeter (ASV-10) radar. A skillful operator could identify a surfaced submarine at more than

*forty miles”.*²

The ability for aircraft to find surfaced submarines using this radar and other technologies decreased the likelihood that Allied ships would be attacked, as submarines would submerge when Allied aircraft were overhead. Radar was not the only technology developed to help the Allies win the Battle of the Atlantic. Another important development included a device called the “hedgehog” that was essentially a mortar attached to the front of Allied ships to allow them to fire at German submarines. The “hedgehog” was important because it gave the ships another instrument that could be used both defensively and offensively. The Allied aircrafts’ technology was updated as well with the implementation of a device called the Leigh Light.

*“Sir Humphrey de Vere Leigh, privately developed the idea of a powerful marine searchlight, located in the nose or under the wing of anti-submarine aircraft . . . the attacking aircraft tracked the target with ASV radar, until approximately 1 mile away from it an operator floodlit the area ahead. The aircraft then dived to 50 feet to deliver a pattern of depth charges”.*³

The Leigh Light was important, because it allowed the aircraft covering the convoys to be effective at night. U-boats that previously were able to attack convoys successfully under the cover of darkness now lost this advantage with the implementation of the Leigh Light on Allied aircraft.

Another important element of the Battle of the Atlantic was the ability to read the enemy’s messages. If the Allies could successfully decode the German messages, they would be able to know where the German submarines were located and either try to avoid

² Timothy A. Warnock, *The U.S. Army Air Forces in World War II. Air Power versus U-boats: confronting Hitler’s submarine menace in the European Theater*, Air Force History and Museums Program (Washington D.C., 1999).

³ Overly, *Why the Allies Won*, 50-51.

them or attack their positions. During the first part of the Battle of the Atlantic, the Allies were successful in deciphering the German Enigma messages, but they lost that ability in 1942, when the Germans added another rotor to their machine. The Allies struggled until the end of 1942 to be able to decipher these new codes called Triton. At the same time, the Germans successfully cracked the Allied codes and were able to read messages regarding the movement of Allied convoys. This knowledge gained by the Germans of where Allied convoys would be located and the lack of knowledge by the Allies of where the U-boats would be, provides another explanation of the German success in sinking a large number of Allied ships during 1942. In response to this intelligence advantage gained by the Germans, the strength of Allied leadership cooperation was tested. The ability of the Americans and British to work together, especially regarding the Allied intelligence attempt to decipher German codes called Ultra, was an important factor in the eventual Allied victory in the Atlantic. As a result of this Allied cooperation,

“cryptologists began again to decipher the German U-boat code. By March 1943, the Allies confirmed what the British had suspected the previous December: the Germans were reading the Allied convoy code. The Allies finally instituted a new code in June 1943 . . . The Allies had regained the advantage in the intelligence battle”.⁴

The Allied conference in Casablanca, Morocco, in January 1943 represented another example of the strong Allied leadership and dedication to the Battle of the Atlantic. At this conference,

“the Allies adopted a renewed resolve. Great Britain and the United States agreed to give the war against the German submarines first priority”.⁵

⁴ Warnock, *The U.S. Army Air Forces in World War II. Air Power versus U-boats, The Battle of the Atlantic: July 1942-May 1943.*

There were plenty of different aspects of the War to discuss when the Allied leaders met at Casablanca, such as the Soviet Union's desire for a second front to open up in the West. However, the leaders understood they would not be able to successfully open up this second front if they did not control the Atlantic. In order to open up a second front, they would need to ensure they had enough materials and troops ready to invade, as well as a steady supply line that could aid these attacks once they began. With the German submarine menace still lurking in the Atlantic, a second front would not be possible at that point in time. Also, the Soviets were still relying on American goods through the Lend-Lease Act, and if the Atlantic Ocean were not secured, the Soviets would also not receive the aid they so desperately needed to fight the Germans while their Allies organized an attack to open up a second front. This agreement at Casablanca showed the proper application of overwhelming force. By deciding the Battle of the Atlantic was the most important theatre of the war at that time, the Allies successfully determined they would use their military power, technology, and resources to make sure they were victorious in the Atlantic, which would then lead to eventual victory in the War.

After 1943, the Allies were in control of the Battle of the Atlantic. Even with the air gap (where Allied aircraft could not cover convoys based on distance they were able to fly on a tank of fuel) still intact, the number of Allied ships lost to German submarines decreased drastically. At the same time, Allied ships and aircraft were sinking a larger number of German submarines. Because the Allies were now producing more ships than those being sunk, they were able to send out hunter-killer squads to attack U-boats as

⁵ Warnock, *The U.S. Army Air Forces in World War II. Air Power versus U-boats, The Battle of the Atlantic: July 1942-May 1943.*

well as have enough ships to escort their merchant ships. With this increased production and

*"As a result of increased use of long-range reconnaissance bombing aircraft, coupled with the introduction of radar, submarines were defeated."*⁶

Admiral Donitz, the German Submarine Fleet Commander, due to increased losses, withdrew his submarines from the Atlantic in 1943. After this, the German submarines never regained success against Allied ships, and the Allies won the Battle of the Atlantic.

What is the significance of the Allied victory in the Battle of the Atlantic? The victory of the Battle of the Atlantic was key to the Allies eventually winning the war. With control of the Atlantic, America could now supply the multiple European fronts with much needed military supplies. It also allowed for the build-up of troops and military equipment in Great Britain in preparation for Operation Overlord in 1944 and made sure that the Axis powers would not be able to compete with the Allied naval power for the rest of the war. Edward Zilbert agreed with this significance when he wrote,

*"The victory of the Allied navies was the foundation for final victory in the west . . . It permitted Britain and the United States to prepare seriously for the largest amphibious assault yet attempted, the re-entry to Hitler's Europe. It allowed the Allies to impose crippling sea blockades on Italy . . . Finally, victory gave a growing immunity to Allied shipping".*⁷

The second campaign, vital to the Allied victory in World War II, which also required the proper application of overwhelming force through strong allied leadership

⁶ Edward R. Zilbert, *Albert Speer and the Nazi Ministry of Arms: Economic Institutions and Industrial Production in the German War Economy* (East Brunswick, N.J., 1981), 182.

⁷ Overy, *Why the Allies Won*, 61.

and technology was Allied bombing. The Allies believed bombing was important for a couple of reasons. First, Allied bombing would help the Allies gain air superiority by defeating the Luftwaffe. By bombing German Air Force production facilities and defeating the Luftwaffe in the air, the Allies would successfully gain air superiority, an important factor in future operations. Secondly, the Allied bombing would destroy the German military production and economy. If the Germans could not produce military equipment or afford the costs of war, then they would lose the war. Thirdly, bombing would open up the “second front” that Stalin and the Soviets had been asking for since Germany commenced Operation Barbarossa. Finally, Allied bombing would prevent unnecessary Allied casualties that would occur from land offensives into Europe. America and Great Britain both dreaded the idea of losing their young men in battle, so the Allies supported the idea that

*“every bomb might save the lives of some of the Allied soldiers moving into German territory”.*⁸

One important aspect of Allied bombing was the agreement between the Allied leaders that bombing would be essential to the Allies winning the war. Roosevelt and Churchill both supported bombing, as they understood that based on their military strength early in the war, they were ill prepared for a land offensive into Europe. The strength of the Allied leadership, however, was further shown by the fact that Stalin agreed with the idea of bombing, which would temporarily act as a second front, hopefully taking some German pressure off of the Soviet Union. At the meeting in Moscow between Churchill and Stalin,

⁸ Earl R. Beck, *Under the Bombs: The German Home Front 1942-1945* (Lexington, Kentucky, 1986), 172.

“Churchill revealed what the west could actually offer: the heavy bombing of Germany and Operation Torch . . . Stalin liked Torch . . . But what he liked most was the bombing”.⁹

This agreement between all three of the Allied leaders shows the strength of the leadership present in the alliance. It could have been very possible for Stalin to reject Churchill's idea and request a full-blown invasion to open up another front, but instead he recognized this was the best option at the time. Likewise, the strength of leadership was shown by the ability of Churchill and Roosevelt to understand their limitations in the War as well as the realistic possibilities they could achieve. The Allies were successful in WWII because they cooperated with each other despite ideological differences and due to their ability to realistically assess the situation and initiate actions/operations that would be the most efficient or create the best opportunity of success in defeating the enemy. This decision also demonstrates how and why the Allied bombing was critical to the Allies winning the war.

Even though there was strong commitment to bombing by the Allied leaders, the first campaigns flown by Allied bombers were not very successful. One reason they were not successful, was that enemy air defense and enemy fighters shot down many of the Allied bombers. Those Allied bombers that did make it through enemy defenses had very low accuracy rates in hitting their targets and the bombs that did hit, did not cause much damage. In order to fix this, the Allies came up with new technology to increase the effectiveness of their bombers. New heavy bombers, “heavies”, started to come out in larger production in 1942. These heavies were 4-engine bombers that could carry larger loads of bombs farther distances. With these improvements, bombers could now wreak

⁹ Overy, *Why the Allies Won*, 102.

higher levels of destruction on their targets. The creation of these heavies still did not negate the losses of bombers to air defense and German fighter planes. One of the major ways the Germans defended against bombers was through the use of radar to detect where the bombers were located and when they were coming. The Allies responded to this radar with technology called “Window”. On one bombing raid on Hamburg,

*“The dropping of “window,” the strips of foil designed to confuse enemy radar, proved very effective in diminishing the accuracy of enemy fighter activity and of the anti-aircraft defense of the city”.*¹⁰

The technology of using strips of aluminum foil dropped from the planes to disrupt enemy radar was simple, but very effective.

Another technological development that allowed further success for the Allied bombers was the improved design of Allied fighters to allow them to fly longer distances. While bombers were having more success in damaging their targets, there were still devastating numbers of bombers shot down. These high levels of losses made successful bombing raids look like defeats, as the Allies could not sustain such losses for the duration of the war. With the advent of the new fighters to escort the bombers to their targets, the Allies

*“appeared ready to take on the Luftwaffe for control of the skies over Europe . . . Wresting the skies from the Luftwaffe would ensure the success of both the strategic bombardment campaign and the Allied invasion of northwest Europe that was planned for June”.*¹¹

¹⁰ Beck, *Under the Bombs*, 67.

¹¹ Edward T. Russell, *The U.S. Army Air Forces in World War II. Leaping the Atlantic Wall” Army Air Forces Campaigns in Western Europe, 1942-1945*, Air Force History and Museums Program, (Washington D.C., 1999).

These technological developments allowed the Allied bombing campaigns to have success throughout the rest of the war based on amount of damage done to targets compared to the number of bombers lost.

This success of the Allied bombing in destroying industrial areas, led to a battle between the Germans and Allied military production. This battle to maintain the advantage in production came down to strength of leadership. While the Americans and British implemented production techniques such as standardization, and utilized their entire population in the workforce, the Germans failed to do so.

“Incomplete mobilization of the civilian population points to the existence of excess capacity, as well, in the field of labor . . . Nor was any attempt made to mobilized women in to the labor force. Although Britain increased the number of women working either part or full time by 45 percent during the war years, in Germany the figure remained almost unchanged”.¹²

This shows that the Germans could have been much more productive if they would have allowed more women to enter the workforce like the Allied countries. It also shows another example of where the Allied Leadership was a strength in winning WWII. The Allies were able to recognize the impact and benefits of mobilizing their civilian populations, while the Germans failed to do so completely, resulting in a stronger home front supported by their leaders for the Allies. The other major issue with German production was that their military equipment was not standardized partly due to conflicts between the German military departments.

“In fact, they were individually so fearful of having their resources requisitioned by the other departments that it was common to make small changes in the specifications of weapons and munitions to ensure noninterchangeability. The Air Force, which was under Goring’s personal control until mid-1944, even

¹² Zilbert, *Albert Speer and the Nazi Ministry of Arms*, 38.

permitted its pilots to design their own cockpits to satisfy personal whims".¹³

This type of military production was extremely inefficient, and with the Allied bombing campaigns destroying parts of the German industry, German production could not keep up with Allied production. Furthermore, the bombing of German industries caused the Germans to use resources and manpower for repairing damage that could have been used for military production.

The Allied bombing also caused the Germans to concentrate a large percentage of their air force in Germany to protect its cities. This transfer of German air force power from the battlefield to defense of its cities led to increased Allied success on both of the war fronts in Europe.

"On the eastern front it was the bombers that had caused the damage to Soviet forces in 1941 and 1942. The German air threat at the battle of Kursk and in the long retreat that followed visibly melted. By compelling Germany to divide its air forces there were reductions in effectiveness on all fronts".¹⁴

This demonstrates that the German air force, which acted in unison with the German army, was a main reason for the success during Operation Barbarossa. Once the Germans transferred aircraft away from the eastern front, the Soviets fought a weaker German opponent, which helped turn the tide on the eastern front. Also, when the Allies commenced Operation Overlord, the Allied troops met virtually no resistance from the Luftwaffe. As a result of the Allies having control of the skies over Normandy, the Allied bombers were able to successfully bomb transportation routes, radar stations, and enemy

¹³ Zilbert, *Albert Speer and the Nazi Ministry of Arms*, 45-46.

¹⁴ Overy, *Why the Allies Won*, 128.

airfields in cooperation with the operation. This successful cooperation helped enable the Allies to win the invasion of Europe on the eastern front.

What is the significance of Allied bombing during World War II? One significance is that the Allied bombing gave the Allies air superiority. This meant the Germans could no longer use their air force for support in attacks as they did early in the war. Not only could they not use their air force to support their troops, but they also had to bring their aircraft home to help defend Germany from Allied bombing. This movement of aircraft weakened the German army on both the Eastern and Western fronts. Air superiority also meant the Allied air force would be able to support their offensives, while simultaneously bombing the German home front. A second significance of the Allied bombing was the damage done to the German economy and industry. Constant bombing raids eventually took their toll on German production. As the war came to a close, German production could not keep up with demands. Important industries such as the ball bearing industry and synthetic oil industry that were vital to German military production were devastated.

“Although the enemy showed extraordinary resourcefulness in moving supplies, by the spring of 1945 Allied air power had bombed the German economy into a shambles and virtually paralyzed the transportation network”.¹⁵

It would be a great injustice to not mention the Soviet Union’s efforts and sacrifices in a discussion of why the Allies won WWII. The Soviet Union and its efforts during WWII, may more than any other reason, be the reason the Allies won World War II. For the majority of the War, while the other Allies tried to decide how to open up a

¹⁵ Russell, *The U.S. Army Air Forces in World War II. “Leaping the Atlantic Wall”, The AAF's Contribution to Victory.*

second front, the Soviet Union withstood and eventually defeated the full force of Germany's military power. The costs of these efforts were enormous, but the results were also obvious, Allied success. In 1941, Hitler decided to initiate Operation Barbarossa in which Germany would attack the Soviet Union in three strategic areas. Germany would concentrate one third of its attack on the Northern region of the Soviet Union with a destination point of what is today St. Petersburg. The second focus would be the center of the Soviet Union with a destination point of Moscow, and the third and final focus would be the Southern region with a destination point of Stalingrad. The Southern attack was further important, as it would gain access to the Ukrainian breadbasket of the Soviet Union providing much needed food for the German war efforts, and eventual control of the much-desired Soviet Union oil fields. At the onset of Operation Barbarossa, the Germans were extremely successful using their patented Blitzkrieg, but once the Germans reached their destination points, the attack stalled. The Soviet cities of Petrograd (St. Petersburg), Moscow, and Stalingrad were extremely important to maintain if the Soviets wished to not be defeated by the Germans. As a result, the Soviets held all three of these locations, willing to die before they allowed the cities to fall in the hands of the Nazis.

The Soviets were able to stall the German advance and end up pushing them back for a couple of reasons. One reason the Soviets were able to endure the German onslaught at the beginning of Operation Barbarossa and endure the sieges implemented by the Germans was due to the aid provided in the Lend-Lease Act. In regards to the aid,

"All totaled, approximately 7 percent of Soviet fighting material during the war came from outside aid provided by the United States and Britain. . . Seven percent might not sound like much, but it was the timing of the aid that made the difference:

*during the winter of 1941-1942, and the summer battles of 1943 – when the Soviets were still struggling to get their newly transplanted factories up and running – the American supplies and weaponry provided an important lifeline to the Russians.*¹⁶

At a time when the Soviet Union was surprised by Germany's attack and was not adequately prepared to fight against Germany's blitzkrieg, the Allied aid was invaluable. This aid allowed the Soviets fighting in Petrograd, Moscow, and Stalingrad to hold out and defend their cities against the German army. However, Allied aid alone was not the only reason the Soviets were able to defeat the Germans in the East. The morale of the Soviets fighting was incredible, as the Soviet citizens did not want their motherland or their families to fall under the rule of Nazi Germany. As a result of this morale and determination, the Soviet citizens worked day and night to increase the efficiency of their military production and technology.

After 1943, when the Germans were forcing the Soviets to retreat and the Allied aid was the lifeline keeping the Soviets fighting, the Soviets finally were able to start producing at a rate that would give their military the amount of resources it would need to compete with the German War Machine. The manpower and resources available for production were enormous in the Soviet Union; it just took them longer to start producing, partly due to geography, size, and organizational problems early in the War. However, once the Soviet Union's production was up and running,

*“Aside from the heroism of the soldiers of the Red Army and their improved leadership, Soviet victory was made possible by the fact that the Soviet side could match the military hardware of the enemy.”*¹⁷

¹⁶ Michael Bess, *Choices Under Fire* (New York, N.Y., 2006), 174.

¹⁷ Peter Kenez, *A History of the Soviet Union from the Beginning to the End: Second Edition* (New York, N.Y., 2006), 143.

Not only could the Soviets now match the numerical amount of military hardware of the Germans, their economy, now solely focused on producing for the War, was out producing Germany. Furthermore, the quality of military hardware being produced by the Soviets began to match the Germans.

This represents another important aspect for the Soviet victory over the Germans in the Eastern Theatre; their ability to improve the quality and technology of their weaponry/materials. When the Germans first attacked using Blitzkrieg, the German Luftwaffe was unrivaled. The German Air Force was a major factor in the German's early success over the Soviet Forces, as it allowed the German War Machine to roll across the Soviet Union, while the Soviets were ill prepared to defend their country from the air. However, once the Soviets began improving their production, they created their own Air Force, "Stalin's Hawks". This creation of a Soviet Air Force would be a major factor in the future battles on the Eastern Front.

It is important to remember that while the Soviets were fighting the Germans, the Americans and British were planning operations to help relieve some of the German attack being focused on Russia. The Allies eventually came up with the plan to begin bombing operations to act as a temporary second front. As a result, Germany had to refocus its attack and one factor that helped the Soviets turn the tide in the Eastern theatre was Germany's removal of some Luftwaffe units to defend itself against the Allied bombing. Still,

"It was not just that Luftwaffe units were withdrawn from Russia. 'Stalin's Hawks' also developed during the second half of the war. Arguably the Red Army Air Force had the same impact on the ground war in 1943-1945 as the Luftwaffe

had in 1941-1942".¹⁸

This shows that the German withdrawal of troops was not the sole reason the Soviets were able to start pushing back the Germans in 1943. In fact, it was due to the incredible sacrifice of the Soviet population, the increased production of war materials, and the new technology/quality hardware to match the German War Machine. The Soviets were able to form their own Air Force that rivaled the Luftwaffe and had the same impact the German Air Force did when Operation Barbarossa was first initiated.

Another important element for the Soviet success against the Germans was the strength of leadership the Soviets possessed. During the early parts of Operation Barbarossa, the Soviet leadership was caught off guard and the Soviets were ill prepared to stand up to the German onslaught. This is a major factor of why the Germans had so much success during the first year of the Operation. The Soviets were not organized, and their leadership (Stalin) was unwilling to listen to other ideas besides his own and was caught up in war strategies of the past that would in no way benefit his troops ability to defeat the Germans. However, one of the best Soviet generals during the War, Zhukov, commented on Stalin's progression and leadership in his memoirs by saying,

"In the second period of the war, which went from the preparation of the Battle of Stalingrad and up to Kursk, inclusive, I must say that Stalin showed definite flashes of insight into modern war. And as far as the third period of the war is concerned . . . I must say to you we had a worthy Supreme C-in-C."¹⁹

Zhukov explains how Stalin's willingness to begin listening to his generals or other advice when it came to the War was a major factor in the Soviet's success against

¹⁸ Evan Mawdsley, *Thunder in the East: The Nazi-Soviet War 1941-1945* (London, Great Britain, 2005), 220.

¹⁹ Mawdsley, *Thunder in the East*, 207.

the Germans as the War progressed. Zhukov also expressed his belief that as the War progressed, Stalin began to understand what was needed to win a “modern” war and as a result he became a “worthy” commander in chief who led the Soviet Union to victory. This memoir from one of the Soviet Union’s greatest generals during WWII really says a lot about Stalin as a leader as well as provides further evidence of the strength of leadership possessed by the Allies. Without this leadership, the Allies would not have been successful in WWII.

The Soviet success against the Germans in the Eastern theatre is important for many reasons. The Soviets were able to survive the siege in Petrograd, defend Moscow, and eventually defeat the Nazis at Stalingrad. Once they defended these three main cities, the Soviets began pushing the Germans back out of the Soviet Union. The Germans and Soviets would then meet at Kursk in an all out tank battle. At Kursk, thanks to Soviet leadership, organization, and Soviet production/technology, the Soviets were able to once again defeat the German Army and continue the German retreat. Richard Overy believes the,

“Soviet victory in the campaigns at Stalingrad and Kursk effectively determined the outcome of the war. There is little dispute on either the German or Soviet side that this was the major turning-point.”²⁰

According to this quote, the Soviets achievements at Stalingrad and Kursk were the turning points for the entire War. The Soviet successes were also important as they guaranteed the possibility of an opening up of a second front in the Western Theatre.

“For the American planners the Russian front was important, because a cross-Channel operation would be possible only if the Red Army was still pinning down the bulk of the

²⁰ Overy, *Why the Allies Won*, 98.

Wehrmacht. ”²¹

This demonstrates that the Soviet Union and its ability to take on and defeat the majority of the German Army allowed the Americans and British to form an operation to open up a second front (Operation Overlord). Without the sacrifices and heroics of the Soviets on the Eastern front, a cross-Channel invasion such as the invasion of Normandy, would not have been fathomable.

Finally, the ability of the Soviets to defeat the Germans in the Eastern Theatre was important as,

*“Not only did the Germans fail to achieve their strategic objective, but their armies were shattered, never fully to recover.”*²²

Likewise, Michael Bess describes the Soviet achievements in the Eastern theatre as,

*“It was the Russians who broke the back of the German army. They first absorbed and then stopped the German onslaught into their country. They rebuilt their factories and war production. They produced excellent tanks and artillery faster than any other nation, including the United States. Their men died by the millions; yet their comrades kept on fighting. The number of Russian soldiers who died in the Battle of Stalingrad exceeded the number of U.S. soldiers killed in the entire war.”*²³

These two descriptions of the War between the Germans and the Soviets in the Soviet Union, show without a doubt that the Soviets, the sacrifices they made, their ability to adapt to the necessities of a World War, and the determination/morale they carried while they produced materials and fought on the battlefield are one of the main reasons why the Allies won WWII.

²¹ Mawdsley, *Thunder in the East*, 242.

²² Kenez, *A History of the Soviet Union*, 143.

²³ Bess, *Choices Under Fire*, 170.

Another element that led to the Allies winning World War II that has already been discussed in regards to the Battle of the Atlantic, Battles of the Eastern Theatre, and Allied Bombing Campaigns, is the strength of Allied Leadership. In any event in history, leadership is an essential aspect for success. Fortunately for the Allies, they had leaders who were willing to work together despite ideological and personal differences. Winston Churchill, Franklin Delano Roosevelt, and Joseph Stalin held personal beliefs and personalities that would not normally work well together. However, these three men put aside their differences and worked together in order to make sure they defeated the enemy. Churchill's leadership has been described by setting up a

*"System that slowly weeded out the misfits in the military hierarchy, struggled continually to keep open the sea lanes upon which Britain depended for survival, and worked with Britain's allies to bring the war to the German enemy . . . Churchill saw the world as a whole and was always conscious of global interrelationships."*²⁴

Churchill therefore believed that even though he needed to protect British interests such as sea-lanes to his colonies, he also needed to work with his allies and was aware that global interrelationships were vital for success against the enemy.

*"Like Churchill, Roosevelt had a view of the world which was indeed geographically global."*²⁵

This shows that Franklin Delano Roosevelt also understood the need to work with allies and maintain relationships with leaders around the World. This shared belief between the British and American leaders could help explain the excellent relationship shared between the two, demonstrated by the early meeting to discuss the Atlantic Charter.

²⁴ Gerhard L. Weinberg, *Germany, Hitler, and World War II: Essays in Modern German And World History* (New York, N.Y., 1995), 294.

²⁵ Weinberg, *Germany, Hitler, and World War II*, 301.

Stalin's relationship with his Allied leaders was nowhere near as close as the Anglo-American relationship. However, an important aspect of Stalin as a leader was his willingness to work with his allies. For years, Stalin was seen as a leader who deserved derision, but as years have gone by and more evidence is being discovered, Stalin is seen as,

*"A leader increasingly willing to listen to his military advisors, but always pressing them and pushing them."*²⁶

Even though Stalin may not have been the most personable individual in history or an individual who was happy to discuss matters with his Allies, he was still willing to work together to defeat the enemy and win the War. Not only that, he exhibited an excellent leadership quality to push his fellow leaders. This willingness of Stalin to work with his fellow leaders even if it meant allowing the Allies access to Soviet information, is shown by S.M. Plokhy in his book "Yalta", when he describes the Allied leaders goals at the Yalta Conference. Plokhy writes,

*"Roosevelt's immediate goal at the meeting was to secure Stalin's approval for establishing direct communications between the headquarters of General Dwight Eisenhower and the Soviet military command. With the Allied armies getting ever closer and some Anglo-American aviation bombing targets in the Red Army's zone of operations, American military commanders had asked Roosevelt to raise this question directly with Stalin. This turned out not to be a problem. Stalin acknowledged the importance of a military-to-military liaison."*²⁷

Even though Roosevelt's request would mean Stalin and the Soviet Union would have to have direct communication set up with the other Allies, maybe eliminating some privacy

²⁶ Weinberg, *Germany, Hitler, and World War II*, 299.

²⁷ S.M. Plokhy, *Yalta: The Price of Peace* (New York, N.Y., 2010), 73.

in their military, Stalin understood the necessity of this request in order to defeat the Nazis. He understood that the other Allied leaders desired the same end result from the War that he desired and as a result, collaborated and cooperated with Roosevelt and Churchill. This sense of urgency and the attitude of the three Allied leaders and their willingness to work together is the exact opposite of the Axis Powers' leaders and a main reason why the Allies won WWII.

Hitler was a leader who wanted to have complete control of what his military, country, etc. was doing at all times. A great example of this is his planning of the attack that led to the Battle of the Bulge down to the minute detail. In fact, Hitler's generals held a popular belief in their writing that,

*"Hitler's personal influence on the higher direction of the war was entirely malignant and contributed to a great extent to the catastrophic military defeat of Germany."*²⁸

Whereas the Allied leaders were willing to work together despite differences, Hitler, Tojo, and Mussolini were not as willing. Tojo was never a leader who had as much experience, knowledge, or understanding of the World as Hitler. As a result,

*"Hitler and Tojo never understood each other particularly well and made almost no effort to remedy this deficiency; in fact there is no evidence to show that they thought it an important deficiency. Although their own choices had made them each other's most important ally, they were never able to coordinate their efforts at that stage of the war when they had some opportunity to do so."*²⁹

This inability to coordinate plans or work together was a major factor in why the Allied leadership was stronger than the leadership of the Axis Powers. As with Tojo and Hitler,

²⁸ Paul Adair, *Hitler's Greatest Defeat: The Collapse of Army Group Centre, June 1944* (London, Great Britain, 1994), 1994.

²⁹ Weinberg, *Germany, Hitler, and World War II*, 304.

Mussolini did not cooperate with Hitler on a number of issues based on differing personal beliefs that the two just could not put aside unlike the Allied leaders. For example, when Hitler wanted to institute his final solution to eliminate the Jewish race from the face of the Earth, Mussolini did not agree with Hitler's decision. As a result, Mussolini refused to turn over Italian Jews into German control and the relationship between the two leaders was strained. This was not the only issue the two leaders disagreed on, but it shows how these two leaders could not make the sacrifices necessary or the effort to work together that the Allied leaders were able to successfully do on a number of occasions.

One of the main reasons the Allied leaders were able to work together despite their differences and the final reason the Allies were able to win WWII is expressed in a Walt Whitman poem from 1865 that reads,

“How solemn as one by one,
As the ranks returning worn and sweaty, as the men
file by where I stand,
As the faces the masks appear, as I glance at the faces,
studying the masks,
(As I glance upward out of this page studying you,
dear friend, whoever you are,)
How solemn the thought of my whispering soul to
each in the ranks, and to you,
I see behind each mask that wonder a kindred soul,
O the bullet could never kill what you really are,
dear friend,
Nor the bayonet stab what you really are;
The soul! Yourself I see, great as any, good as the best,
Waiting secure and content, which the bullet could
never kill,
Nor the bayonet stab O friend.”

What Walt Whitman is discussing in his poem is the idea of the soul or morality in War. According to Whitman, the soul cannot be killed, and if a soldier fights with the

right intentions or morals, his soul will forever live on as decent and good. In World War II, there was a sense on the Allied side that they were the “good guys” and the Axis Powers were the “bad guys”. This idea that the Allies were fighting for moral reasons to save the World from the evilness of the Nazis and other Axis Powers was a major factor in the Allies’ ability to win WWII. The belief that the Allies supported and were promoting genuine morality gave a certainty to the Allied success that the Axis Powers lacked. Richard Overy shows this certainty for the Allies and lack of morality for the Axis Powers when he writes,

*“The ‘moral degradation’ of the German invader made their final rout ‘inevitable’ . . . on the Axis side the war was fought with much less moral certainty or popular commitment. At the outset of the conflict there was not clear consensus in favor of war, and a great deal of evident misgiving.”*³⁰

This demonstrates that due to the German evilness, they were bound to lose the War eventually, and that in fact due to the lack of genuine moral reasons to fight, the people of the Axis nations did not come to a popular consensus to go to war in the first place. If the people in the countries at war do not fully support the war effort due to lack of moral reasoning, then it is very likely those countries will be unsuccessful against their opponents.

Not only was there a lack of moral reasoning to go to war for the Axis Powers, there was an abundance of desire to fight based on morals for the Allied powers. It has been said that,

*“At the core, the American citizen soldiers knew the difference between right and wrong, and they didn’t want to live in a world in which wrong prevailed.”*³¹

³⁰ Overy, *Why the Allies Won*, 298.

³¹ Bess, *Choices Under Fire*, 166.

In this case, that wrong would be “Hitlerism” or Hitler’s beliefs. The one element that kept the Allied leaders together and working to accomplish the main goals during the War despite their many differences was the desire to rid the World of Hitler and Nazism. Every Allied soldier, citizen, and leader was combined in a single effort to destroy the evilness that Hitler had begun to spread around the World. As the previous quote demonstrates, the American soldiers were willing to give up their lives to make sure they would never have to live in a World controlled by the morally wrong beliefs Hitler possessed.

One of these morally wrong beliefs held by Hitler and the Nazi army was represented in their conduct when fighting the War. The barbarism of the Nazi Army has been widely written about, especially in the case of the Eastern Front. The German Army demonstrated their barbarism when it came to dealing with Russian POW’s.

“During the Second World War some 5,700,000 Russian soldiers fell into German hands, of whom about 3,300,000 died in captivity . . . this terrible tragedy was both the result of the ideological concepts of the Nazi regime, which strove physically to eliminate the ‘Bolshevik Untermenschen’, and a consequence of Hitler’s fear that the economic burden of caring for millions of prisoners would bring about unrest among the German population or even cause a collapse of the ‘civilian morale’.”³²

Just because Hitler and the Nazi ideology believed that the Bolsheviks should be eliminated and because Hitler feared what the amount of Russian POW’s would cost Germany (hurting their war effort and civilian support for the War), the Russian POW’s were killed. Not only were they murdered, but also the Russian POW’s died due to the

³² Omer Bartov, *The Eastern Front, 1941-1945, German Troops and the Barbarisation of Warfare* (London, U.K., 1985), 107.

way they were treated by the German Army. Many were shot and beaten, millions were starved to death, and

“Owing to the lack of any organized means of transportation for Russian POW’s, many thousands of them died while marching on foot for hundreds of miles or packed into open or unheated goods trains in the midst of the fierce Russian winter.”³³

Overall, the German Barbarism was prevalent in the way the Russian soldiers were treated after they were captured on the Eastern Front.

However, barbarism was not just directed at the Russian soldiers. It was also directed at the Russian civilians and Russia itself. The Nazi government issued orders to all of its soldiers that backed up their barbaric actions on the Eastern Front. The Germans were encouraged to eliminate any Soviet partisans, Jews, or other groups who would pose a threat to the Nazi ideology. This soon turned into an issue as soldiers could say any Russian civilian was a partisan.

“This policy of labeling any civilian shot by the army for a variety of reasons as an ‘agent’ without even bothering to subject him or her to the most elementary interrogation, seems to have given the troops at the front a feeling that they could do almost anything they wished with the population.”³⁴

In other words, the Germans were killing innocent Russian civilians and justifying their immoral actions by labeling the civilians as agents, which made the killings acceptable to the rules of war followed by the Nazis. The killing, beating, and raping of civilians was not the only way Russian civilians suffered though. The Nazi Army was also instructed to

³³ Bartov, *The Eastern Front*, 111.

³⁴ Bartov, *The Eastern Front*, 125.

destroy and exploit the land they were occupying/attacking in Russia. The Nazis followed these orders effectively, and

“The land had been exploited to the utmost . . . Thereby a situation of a general lack of food supplies for the civilian population arose, which in some cases caused starving Russian civilians to turn to German units and ask for relief or beg to be shot.”³⁵

Another of the Nazi beliefs that definitely cemented the moral reasons to fight for the Allies was Hitler’s final solution or the Holocaust. This horrific act by Hitler and his allies was a perfect example of what the Allies were fighting against. In fact,

“The still pictures and newsreel films of the killing centers and camps liberated by the Allies in 1944 and 1945 first brought the shocking reality to the public, especially in the West.”³⁶

and the reactions of the Allied populations was immediate. The reason to fight on a moral basis against Hitler and Nazism was further supported, and the evilness of Hitler was forever cemented in the minds of the World. Overall, the Allies held the upper hand when it came to fighting the War based on morals. The Allied countries did not start the War, they did not initiate the Holocaust, but instead were united to defend the World from Hitler’s immoral beliefs and ideals. It can be said that the Soviet Union makes the moral argument for the Allied Nations irrelevant, but in fact Stalin began allowing churches to have more power in the Soviet Union and disbanded anti-Christian organizations. This act alone supports the case that even if Stalin were immoral himself, he understood the importance of morality and fighting for moral reasons when it came to winning WWII. Furthermore, Stalin was just as committed as the Americans and British in regards to

³⁵ Bartov, *The Eastern Front*, 132.

³⁶ Weinberg, *Germany, Hitler, and World War II*, 244.

eliminating Hitler and Nazism. Based on the previous evidence of the morals the Allied Powers possessed and fought for represented another reason why the Allies won WWII.

In conclusion, World War II was a war fought on multiple fronts: militarily, economically, ideologically, and politically. With this complexity, it is important to look at all aspects of the war to answer the question, why the Allies won. By examining all of the aspects of the war, it becomes clear that the Allies won World War II due to their proper application of overwhelming force. The Allies had the resources that were needed to defeat the Axis powers, but without the proper application, this overwhelming force would mean nothing. The Allies were successful in properly applying this force through their technological developments and military power, their strength of leadership, and their sense of morality throughout the crucial Battle of the Atlantic, Battles on the Eastern Front, and Allied Bombing campaigns. This is why the Allies won the war.

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Adam Ferguson
11th Grade U.S. History
Interwar Period/Beginning of WWII
11-Day LAMP Unit

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1. Purpose of the Unit

The 1930's and the beginning of World War II include some of the most fascinating events and transformations in our history. Too often, though, this period is not given proper attention to as the military aspects of World War II become the focus. While the military aspects are extremely important, this period of history is just as important because it shows how the world could enter into a second world war only thirty years after experiencing a war that tore apart the continent of Europe and the lives of millions of citizens worldwide. Historians have wondered about this same idea as well, because after the First World War, most people could not fathom experiencing another war of that magnitude in their lifetime and were set on finding ways to ensure they did not. This unit will focus on the events of this period and the questions "Why was there a second world war?", "When did World War II begin?" and "How did America respond to the conflicts brewing during this time period?". The second question is especially interesting, as some may argue that World War II began as soon as World War ended due to the tensions that still existed and the conflicting ideologies that were taking over the world. Others may argue for other beginnings of the War such as the Spanish Civil War, Appeasement of Hitler, the invasion of Poland, etc. In order for my students to be able to answer these questions, or research them further, they need to be taught how to think like historians. My unit will allow the students to examine a variety of primary and secondary sources to guide them and provide them with evidence while forming their ideas about this period of history. They will have the opportunity to analyze the different perspectives, which will allow them to formulate their ideas from a variety of aspects of the period and main events that we will cover.

This development of historical empathy and the ability to understand multiple perspectives is an example of how my unit plan will also develop Civic Literacy. Civic Literacy is the possession of vital knowledge and thinking skills that allows a person to be an active and productive member of society. One of the most important ways to gain civic literacy is to be aware of the different perspectives of our society. If we only learn how to follow and imitate the perspective we see first or the perspective that is most prevalent in our society rather than examine and research multiple perspectives to arrive at an educated conclusion, we will not be efficient or productive members in our society. My unit plan is structured in a way that the students will have multiple opportunities to practice analyzing and thinking from multiple perspectives. Not only will this provide them with the skills they need for civic literacy, but it will also allow them to get the full understanding of this period of history and the conflicting perspectives/ideologies that defined this era.

The main history standards that will be addressed in my unit plan include:

- USH.4.8 Describe the cause and effect of American isolationism during the 1930s. (Government, Economics, Geography)

Example: American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, and the Neutrality Acts (1935-1937)

- USH.5.2 Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

- USH.5.3 Identify and describe key leaders and events during World War II. (Government)

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki

- USH.5.4 Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust. (Government, Geography)

- WH.8.11 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s. (Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.

2. Specific Skill Objectives

Content Objective: Students will explain the main ideas of Socialism, Communism, Fascism, Liberalism, and the European Conservatives and know what life would be like for a civilian living under each ideology.

IN State Standard:

WH.8.11

Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s. (Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.

Interdisciplinary and Curricular Connections:

Government (Different Types of Governments present in our world, and the ways in which these governments are instituted, run, and interact with one another.

Sociology (Ways the different citizens in these different types of governments are treated, interact with one another, and how they respond to their governments)

How this objective will be assessed: Graphic Organizer filled out during an ideology simulation.

Content Objective: Evaluate and analyze the Spanish Civil War and know who fought for which side, how it was a training ground for World War II, and what America's response to it was.

IN State Standard:

USH.4.8 Describe the cause and effect of American isolationism during the 1930s. (Government, Economics, Geography)

Example: American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, and the Neutrality Acts (1935-1937)

Interdisciplinary and Curricular Connections:

Economics (The impact of isolationism on America via restricted/no trade with foreign countries, embargoes and tariffs set up by the government, and the impact of isolationism on the American Citizens)

Government (A look at how isolationism worked within America and the role the government played in keeping America isolated.)

Geography (A look into how a country maintains isolationism even though they may not be isolated “geographically” from the rest of the world. Also a look into how a country can support its choice to be isolationist based on its geographic location in the World.)

How this objective will be assessed: Students will write a newspaper column as somebody who witnessed the Spanish Civil War and the American response.

Content Objective: Investigate the role of Appeasement and other peace pacts in the Interwar period and establish their own ideas regarding these pacts.

IN State Standard:

USH.4.8 Describe the cause and effect of American isolationism during the 1930s.
(Government. Economics. Geography)

Example: American preoccupation with economic conditions in the U.S.,
the military actions of Mussolini and Hitler, and the Neutrality Acts
(1935-1937)

Interdisciplinary and Curricular Connections:

Economics (The impact of isolationism on America via restricted/no trade with foreign countries, embargoes and tariffs set up by the government, and the impact of isolationism on the American Citizens)

Government (A look at how isolationism worked within America and the role the government played in keeping America isolated.)

Geography (A look into how a country maintains isolationism even though they may not be isolated “geographically” from the rest of the world. Also a look into how a country can support its choice to be isolationist based on its geographic location in the World.)

How this objective will be assessed: Students will analyze and interpret primary and secondary sources in order to answer the question “Was appeasement necessary or could World War II have been avoided if England and France had instituted a harsher policy with Hitler in the late 1930’s?”.

Content Objective: Analyze and interpret primary documents to understand main points as well as develop historical empathy.

IN State Standard:

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Example: The Scopes Trial, the Red Scare, Japanese internment during World War II, Watergate hearings and the actions of President Nixon, and U.S. involvement in Iran and Iraq

Interdisciplinary and Curricular Connections:

This objective is also good for other subjects such as English, since the students will be analyzing and interpreting sources in order to understand main ideas. Students have to do this in English as well when they are reading two different styles of work or two different authors who have very different opinions.

How this objective will be assessed:

This objective will be assessed in every lesson, as the students will be analyzing and interpreting different sources everyday in order to learn about a certain topic of history or make connections to previous content.

Content Objective: Analyze the Attack on Pearl Harbor and the American response while forming one's own opinion on how America should respond.

IN State Standard:

USH.5.2 Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

Interdisciplinary and Curricular Connections:

Government (Looking at the ways in which a country's government declares itself a part of a War, and the ways in which it justifies itself.

Geography (Geography played a huge role in the key events that led to the United States entering the War. For example, the attack on Pearl Harbor.)

How this objective will be assessed:

Completing a perspective taking activity in which they take the perspective of an American the day after the attack on Pearl Harbor will assess students. The students will have to write a letter to their government explaining how they feel about the situation as well as what they want the government to do for them and their country.

Content Objective: Students will identify and explain the major leaders that rise to power after WWI and their individual impact on the world.

IN State Standard:

USH.5.3 Identify and describe key leaders and events during World War II.
(Government)

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki

Interdisciplinary and Curricular Connections:

Government (Students will have to know who the major leaders were during World War II as well as the types of governments they instituted and the way they ran these governments.

How this objective will be assessed:

Students will analyze and interpret primary and secondary sources and then teach their classmates about the major leaders.

Content Objective: Students will be able to explain the significance of the early battles in WWII as well as the significance geography played in these battles.

IN State Standard:

USH.5.3 Identify and describe key leaders and events during World War II.
(Government)

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki

Interdisciplinary and Curricular Connections:

Government (Students will have to know who the major leaders were during World War II as well as the types of governments they instituted and the way they ran these governments.

How this objective will be assessed:

Students will use maps, images, video clips, and other sources to understand the significance of geography in these battles as well as the overall significance of each. The students will also create newspaper articles in which they have to demonstrate this knowledge.

Content Objective: Students will debate and formulate their own opinions regarding America's stance and policies during the World War II period.

IN State Standard:

USH.5.2 Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

Interdisciplinary and Curricular Connections:

Government (Looking at the ways in which a country's government declares itself a part of a War, and the ways in which it justifies itself.

Geography (Geography played a huge role in the key events that led to the United States entering the War. For example, the attack on Pearl Harbor.)

How this objective will be assessed:

Students will have a debate in which they will have to defend one side of the argument of whether the United States was isolationist or interventionist. They will then have to create two political cartoons that demonstrate their knowledge and opinion on this topic.

Content Objective: Students will be able to explain the early discrimination experienced by the Jewish population in Europe and how the global response to this discrimination.

IN State Standard:

USH.5.4 Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust. (Government, Geography)

Interdisciplinary and Curricular Connections:

Government (Students will recognize the way in which Fascism as well as the way Fascism was run by Hitler led to the Holocaust)

Geography (The geography of Europe will be important to understand not only where the Jews were brought from, but also where the Holocaust was implemented)

How this objective will be assessed:

Students will observe different stations regarding the early discrimination of the Jews and the Holocaust and then be responsible for completing a creative project over topics from the Holocaust of their choice.

Content Objective: Students will identify and explain the horrors of the Holocaust, as well as appreciate the terrible atrocities humans can afflict upon humanity and how these atrocities should never happen again in our world.

IN State Standard:

USH.5.4 Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust. (Government, Geography)

Interdisciplinary and Curricular Connections:

Government (Students will recognize the way in which Fascism as well as the way Fascism was run by Hitler led to the Holocaust)

Geography (The geography of Europe will be important to understand not only where the Jews were brought from, but also where the Holocaust was implemented)

How this objective will be assessed:

Students will observe different stations regarding the Holocaust and then be responsible for completing a creative project over topics from the holocaust of their choice.

3. Vocabulary

- Ideology = a system of thought that is held by an individual, group, or culture.
- Communism - Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
- Socialism - Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
- Liberalism - Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).
- Conservatives - Ideology that believes in supporting a strong hereditary monarchy, special privileges for the elite, and a state-supported Church.
- Fascism - Ideology that believes national power and strength as well as racial purity are the ideal.
- Joseph Stalin = Communist Leader of the Soviet Union
- Adolf Hitler = Fascist Leader of Nazi Germany
- Benito Mussolini = Fascist Leader of Italy
- Hirohito = Emperor of Japan
- Neville Chamberlain = Prime Minister of Great Britain
- Primary Source - Direct records left behind from the period or by the people who are the subject of the historian's study.
- Secondary Source - Books, essays, and articles historians write that are accounts of a period or topic after an event has taken place.
- Spanish Civil War = War of ideologies in which Francisco Franco, a Fascist, successfully overthrew the Conservative Monarchy. It was a precursor to World War II.
- Guernica - Site of German bombing during the Spanish Civil War and a painting by Pablo Picasso that depicts this bombing.
- Francisco Franco - Fascist leader who successfully took over Spain during Spanish Civil War.
- Isolationist - Someone who supports the national policy of avoiding involvement in world affairs.
- Interventionist - Someone who supports the national policy of getting involved in world affairs.
- Appeasement - Accepting someone's demands or requests in order to avoid conflict.
- Lebensraum - German word meaning "living room". One of Hitler's War aims.
- Anschluss - The German annexation of Austria.
- Rhineland - Area of land that Germany remilitarized, breaking part of the Versailles Treaty.

- Sudetenland - Area of land that Germany lost after WWI and wanted to reclaim during the 1930's.
- Munich Conference/Pact
- Non-Aggression Pact of 1939 - Treaty signed by Soviet Union and Germany that stated they would not go to war with one another. Allowed Germany to attack Poland and Soviet Union to gain part of Polish lands as well.
- Axis Powers - Germany, Italy, and Japan.
- Allied Powers - Great Britain, France, and eventually the United States and Soviet Union.
- Blitzkrieg - German war strategy using tanks and airplanes to attack quickly and suddenly. Means "lightening war".
- Maginot Line - Unsuccessful line of defense built by France that the Germans went around during the Invasion of France.
- Invasion of France - German successful attack and take-over of France during WWII.
- Miracle at Dunkirk - Where 338,000 trapped French and British troops were evacuated to avoid the attack of the oncoming German Army.
- Winston Churchill - British Prime Minister during WWII.
- Battle of Britain - The successful defeat of the German Air Force by the British Air Force due to geography, technology, and determination.
- Destroyers for Bases Deal - Deal made between America and Great Britain in which the United States traded destroyers for land rights (bases) on British possessions around the world.
- Hemisphere Defense Zone - National policy that declared the Western Hemisphere to be neutral and that the United States would patrol this region against German submarines.
- America First Committee - Anti-Interventionist Group who supported American isolation and neutrality acts during World War II.
- Embargo of Japan - Government ban on trade with Japan by the United States.
- Atlantic Charter - Document created between the United States and Great Britain that established a vision for a post-WWII world.
- Lend-Lease Act - American program where the United States would give large amounts of war materials to the Allied powers during WWII.
- Neutrality Act of 1935 - Act that banned the United States from selling any arms to a country at war.
- Holocaust - The systematic and atrocious killing and abusing of over 6 million Jews by Nazi Germany and its allies.
- Nuremberg Laws - Anti-Semitic laws created by Nazi Germany in 1935.
- Anti-Semitism - Discrimination against the Jewish race.
- Kristallnacht - "Night of Broken Glass". Retaliation by Germans on Jews for the death of Von Rath where 91 Jews were killed, thousands were taken to concentration camps, and businesses, shops, and synagogues were destroyed.

- St. Louis Affair – Incident where Jews trying to escape Germany on a boat were rejected in Cuba and they sent back to Europe and the majority ended back in the hands of the Nazis.
- Final Solution – Hitler's term for the systematic execution of millions of Jews during the Holocaust.
- Auschwitz – One of the Holocaust's worst Concentration Camps.
- Concentration Camp - A camp where prisoners are detained or confined.
- Extermination Camp - A camp where prisoners were sent to be executed.
- Attack on Pearl Harbor

4. Timeline/Outline of Day-To-Day Plans

Day 1 – Legacy of WWI and Rise of Ideologies:

This lesson will focus on the aftermath of WWI and how the unprecedented costs associated with the Great War will deter any European thought of another war ever again occurring. Most Europeans after WWI believed that they would not have to witness another war in their lifetime as the number of men killed, money it would cost to rebuild their countries and fall of the European monarchies made another war unthinkable.

We will also focus on the main ideologies present in the world after WWI. The main ideologies focused on will be Communism, Socialism, Fascism, Liberalism, and the Conservatives. It is extremely important that the students gain a knowledge base of what each of these ideologies represents as the ideologies will be returned to multiple times throughout the unit. If the students understand what the main points of each of these ideologies are, then the lessons regarding the Spanish Civil War and Appeasement will have more meaning and be easier to understand.

Day 2 – Introduction of World Leaders:

This lesson will focus on the major leaders present in the world after World War I, their beliefs, and the impact they will have as we continue through the unit. The students will be able to begin analyzing and interpreting primary and secondary sources, an activity they will be doing a lot as I am student teaching, and then teaching their fellow students the information they learn. This lesson will help the students understand the ideologies we covered last class even better as well as give them more background information they will need as we continue throughout the unit.

Review Time: 5 minutes to review the ideologies from the previous day.

Connections to Previous Lesson: We will focus on the ideologies from the previous lesson as well and how they are related to/impact these new leaders.

Day 3 – Spanish Civil War and America’s Isolationist Policies:

This lesson will continue to look at the ideologies present in Europe and around the world and how they begin to interact with one another. The Spanish Civil War will provide the base of this lesson, as the Spanish Civil War was a great example of how the European ideologies would work together/conflict in Europe as well as a “training” ground for WWII. The students will understand how a country’s ideology influenced the side they fought for or whether they fought at all and how the European nations used the War to test new weapons and military tactics. The students will also be engaged in a debate in which they will be asked to defend different possible American stances, isolationist vs. interventionist.

Review Time: 5 Minutes to review leaders and their ideologies.

Connections to Previous Lesson: Once again, we will be looking at the role of ideologies in the Spanish Civil War as well as the leaders we just learned about the previous day.

Day 4 – Appeasing Hitler:

This lesson will focus on Appeasement, especially the Munich Conference and other ways that the European nations tried to maintain the peace in the 1930’s. The students will be challenged to think about appeasement in a new way than is often portrayed in our history books. While Appeasement is looked down upon by many historians because it allowed Hitler to eventually start WWII, I will give the students a different side to the argument in which appeasement was not a new concept and at the time seemed like the best course of action. The students will not only be challenged to decide what their personal opinions on appeasement are, but also on when they think Hitler crossed the line and his actions became a legitimate cause of war.

Review Time: 5 minutes to review ideologies, leaders, and the way in which these leaders and their ideologies are interacting in 1930’s Europe.

Connections to Previous Lesson: In this lesson, we will look back at Adolf Hitler and his policies as well as some of the stances that the world leaders are taking regarding the legacy of WWI and the fear of being part of a World War again.

Day 5 – Early Battles of WWII:

This lesson will focus on the German invasion of France, the Miracle at Dunkirk, and the Battle of Britain. Students will use knowledge gained from the previous lesson regarding the Non-Aggression Pact to help them understand why Hitler decided to attack France and Britain at this point in the War. The ineffectiveness of the Maginot Line and French resistance will be explored, as well as the Miracle at Dunkirk. Finally, the German defeat in the Battle of Britain will be examined and possible impacts of the defeat will be discussed.

Review Time: 5 minutes to review the situation in Europe after Appeasement

Connections to Previous Lessons: This lesson will connect with the previous lessons, as we will have talked about the building up to war that was taking place in the world before these early battles.

Day 6 – American Intervention in the War:

This lesson will focus on America's early intervention in the War. We will look at a couple of different events/policies that will challenge the belief that America was isolationist during this time. After each different event, the students will be asked whether they believe it did in fact mean America was not isolationist. This lesson will also serve as a lesson that makes the students think about America beginning to enter the War even before Pearl Harbor.

Review Time: 5 minutes to review isolationism and what it means for America.

Connections to Previous Lessons: This lesson will really focus on the American stance in the War and challenge some of the ideas we learned about in the Spanish Civil War lesson plan. The students will have to build on this previous knowledge to understand these new concepts as well as challenge their previous assumptions.

Day 7 – Holocaust:

This lesson will focus on the beginning of the discrimination of the Jewish race in Europe that would lead up to the Holocaust and Hitler's "Final Solution". This lesson is important, as it will introduce the students to the horrors humans can inflict upon other human beings. It is also important as the Holocaust is one of the worst events in history and the students need to be aware of and understand the significance of it. The students will have the opportunity to experience the Holocaust through different sources set up in different stations throughout the classroom in which they can make emotional connections to the event that took place.

Review Time: 5 minutes to review the major leaders of Europe, specifically Hitler.

Connections to Previous Lessons: This lesson plan will tie in with the ideologies as well as the major leaders. It will also serve as an introduction to the events we will be looking at in the next day's lesson.

Day 8 – Holocaust:

This lesson will continue to focus on the Holocaust and Hitler's "Final Solution". This lesson is important, as it will introduce the students to the horrors humans can inflict upon other human beings. It is also important as the Holocaust is one of the worst events in history and the students need to be aware of and understand the significance of it. The students will have the opportunity to experience the Holocaust through different sources set up in different stations throughout the classroom in which they can make emotional connections to the event that took place.

Review Time: 5 minutes to review St. Louis Affair, Kristallnacht, and the Nuremberg Laws.

Connections to Previous Lessons: This lesson will build off of the previous lesson, as this will look at the full scale Holocaust and the horrors experienced by its victims.

Day 9 – Pearl Harbor:

This lesson will focus on Pearl Harbor and America's reaction to Pearl Harbor. This is an important lesson, because it is the one event that leads to the United States entering WWII. It is important for the students to learn what happened at Pearl Harbor, how the nation responded, and what it meant for the World and those countries already at War. The students will have the opportunity to take the perspective of someone at the time and express how they believe they would have thought after the Attack on Pearl Harbor.

Review Time: 5 minutes to review the different alliances in the War, the geography of Japan and America, and the situation of WWII.

Connections to Previous Lesson: This lesson plan will be the culmination of the previous lesson plans as it will cover different ideologies, leaders, policies, and the build up to War that ultimately led to the United State's entrance.

Day 10 – Review Day

Review Time: 50 minutes to review the entire Pre-War Unit.

Day 11 – Final Assessment

Review Time: 5-10 minutes to review/answer any last minute questions the students may have.

5. Resources

Lesson 1

- Ideology Identification Cards (I am creating this resource)
- Candy or some sort of treat that will symbolize equality/inequality
- Graphic Organizer/Chart to describe the different ideologies (I am creating this resource)
- Statistics over the results of WWI from my college history class with Dr. Kevin Smith.

Lesson 2

- Packets of information, image, and quotes over Hitler, Chamberlain, Stalin, Mussolini, and Hirohito.
<http://www.2worldwar2.com/leaders.htm>
<http://www.teacheroz.com/WWIILeaders.htm>
- Resume Writing Prompt (I am creating this resource)
- Graphic Organizer for individual leaders (I am creating this resource)
- Large sheets of paper for presentation purposes (Provided by the Anderson High School History Department)

Lesson 3

- Image of Guernica -
http://www.pablocicasso.org/images/paintings/guernica_1.jpg
- Outline of the Spanish Civil War (I am creating this resource)
- Debate Materials such as positions for isolationism and interventionism (I am creating these resources)
- Writing Prompt for newspaper column (I am creating this resource)

Lesson 4

- Quote on Appeasement -
http://thinkexist.com/quotation/appeasers_believe_that_if_you_keep_on_throwing/177212.html
- Documents, images, and other sources about events in the late 1930's
- <http://avalon.law.yale.edu/imt/munich1.asp>
- http://www.cheminsdememoire.gouv.fr/image/PagesAnnexes/DroleDeGuerre39_45/Munich.jpg

- <http://www.destination-munich.com/images/sudetenland-map-munich-agreement.jpg>
- <http://images.wikia.com/callofduty/images/e/ee/Rhineland.gif>
- <http://xtimeline.s3.amazonaws.com/Upload/Use200901191951220250909/Elt200901192025599471446.jpg>
- http://ww2resource.files.wordpress.com/2010/12/bundesarchiv_bild_146-1985-083-10_anschluss_c3b6sterreich_wien1.jpg
- http://castinet.castilleja.org/private/faculty/peggy_mckee/stalin.soviet/cartoon.jpg
- <http://cache.daylife.com/imageserve/0gGl7tvdrw46k/610x.jpg>
- <http://www.strangeoldpictures.com/images/content/132137.jpg>
- <http://www.fordham.edu/halsall/mod/1939pact.html>

Lesson 5

- Maps for Maginot Line activity –
<http://wps.ablongman.com/wps/media/objects/244/250679/blankmaps/Early20thCenturyEurope.gif>
http://www.sitemaps.com/Custom_Map_Design/Historical/Maginot_Line.jpg
- Images of German invasion of France
http://4.bp.blogspot.com/_YYMeAu4i7gA/TDHWQ_Uhxzl/AAAAAAAAAH3Q/SjVvGbpZU7U/s1600/german-invasion-france-1940-ww2-second-world-war-rare-pictures-images-photos-history-010.jpg
http://4.bp.blogspot.com/_YYMeAu4i7gA/S0L5G5qOqJl/AAAAAAAAAlgo/ly67lVnpET/s400/fall-france-ww2-second-world-war-rare-images-pictures-photos-006.jpg
http://www.guy-sports.com/fun_pictures/ww2c.jpg
http://4.bp.blogspot.com/_oIAhQMTG-dU/S_IBz4zvBxI/AAAAAAAAFAA/eYmX_hCz-M/s640/victorious-german-enter-paris-france-surrenders-1940-ww2-second-world-war-2-two-incredible-images-photos-pictures-003.jpg
http://1.bp.blogspot.com/_YYMeAu4i7gA/TDHkUhpIS1I/AAAAAAAAAH5Q/WthLA9ocymw/s1600/german-invasion-france-1940-ww2-second-world-war-rare-pictures-images-photos-history-027.jpg
- Video over the Miracle at Dunkirk
- Maps and images of Battle of Britain
- Writing prompt assessment (I am creating this resource)

Lesson 6

- Images, documents, maps, and other primary and secondary sources
<http://avalon.law.yale.edu/wwii/atlantic.asp>
<http://orpheus.ucsd.edu/speccoll/dspolitic/pm/10910cs.jpg>
<http://www.ibiblio.org/hyperwar/USA/USA-Victory/img/USA-Victory-p67.1.jpg>

http://amhist.ist.unomaha.edu/module_files/destroyers%20for%20bases.jpg

<http://www.lindasog.com/pics07/03/foreign.jpg>

- Political Cartoon Assessment Prompt (I am creating this resource)

Lesson 7

- Station and materials for the Nuremburg Laws, Kristallnacht, and the St. Louis Affair.

<http://www.ushmm.org/museum/exhibit/focus/stlouis/images/stlouis.jpg>

<http://frank.mtsu.edu/~baustin/knacht.html>

<http://www.historyplace.com/worldwar2/timeline/knacht.htm>

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurlaws.html>

- I will use videos, images, documents, journals, and other sources at each station.
- Directions and Rubric for the Creative Project (I am creating these resources)

Lesson 8

- Station and materials for the Extermination Camps, Personal Recollections of the Holocaust, and the consequences of the Holocaust.
- I will use videos, images, documents, journals, and other sources at each station.
- Directions and Rubric for the Creative Project (I am creating this resource)

Lesson 9

- Images and video of the Attack on Pearl Harbor
- "Encyclopedia of the 20th Century: Days that shook the World 1900-1999" DVD
- FDR's Pearl Harbor Speech
- <http://teachingamericanhistory.org/library/index.asp?document=146>
- Letter to the Government Writing Prompt (I am creating this resource)

6. Student Project and Rubric

Holocaust Creative Project **U.S. History – 2nd Semester**

You will be completing a creative project over the Holocaust as one of your final assessments for this unit. You will use the information you learn from the six Holocaust stations the next two days to complete your project. You have the opportunity to select what type of project you want to complete as long as it is creative and covers topics/events from the Holocaust that we cover in class. Some examples of projects you could complete but are not limited to include: A Short Story, A Poster, A Memory Book/Scrapbook, Diary Entries, A Museum Display, A Website/Social Networking Site, or an Identity Book with a Journal. You can also choose to come up with your own idea for a project, just check with me and I will either okay it or help you change it so that it will work. You should also read through and look at the rubric regularly to see what I will be looking for as I grade your projects. If you want to meet with me to discuss your ideas, just let me know and I will be glad to meet with you. This will be due the class period after we take our test. This means you will have at least five days to think about and complete your project, so you should have no problems meeting my expectations or turning it in on time. I cannot wait to see what you guys create. I know they will all be fantastic!! ☺

Points Possible	Poor = 33-38	Fair = 39-43	Good = 44-49	Excellent = 50-55 pts.
Historical Content = 15 (USH.5.4) (NCSS U.S. Era 8 Standard 3)	Student does not discuss any of the events/topics from the six stations he/she observed about the Holocaust in class. 0 points	Student discusses one event/topic from the six stations he/she observed about the Holocaust in class. 5 points	Student discusses two of the events/topics from the six stations he/she observed about the Holocaust in class. 10 Points	Student discusses more than two of the events/topics from the six stations he/she observed about the Holocaust in class. 15 points
Historical Accuracy = 15 (USH.5.4) (NCSS U.S. Era 8 Standard 3)	Student is not accurate with any of the information he/she presents and does not use any evidence he/she learned from the stations he/she observed. 0 Points	- Student has a couple major historical inaccuracies with the information and evidence he/she uses in his/her project. 5 Points	- Student has some minor historical inaccuracies with his/her information - Student uses at least one piece of evidence learned at the stations for each topic/event he/she uses. 10 Points	- Student is historically accurate with the information he/she presents. - Student uses at least two pieces of evidence learned at the stations for each topic/event he/she uses. 15 Points
Creativity = 10	Student demonstrates no creativity in his or her project 0 Points	Student makes an effort to be creative, but just reiterates or reuses the information gained from the stations in class. 4 Points	Student is creative in his/her project, but the creativity is not consistent throughout the entire project. 7 Points	Student is creative all throughout his/her project and with all of the topics/events he/she chooses. 10 Points

Format/Neatness = 5	<p>Student's work is not neat and/or the format is incorrect.</p> <p>0 Points</p>	<p>Student has one or two major format problems and/or the project does not demonstrate the student's best effort</p> <p>3 Points</p>	<p>Student's project has some minor format problems and/or has some minor issues that make the project less presentable than it could be.</p> <p>4 Points</p>	<p>Student's project has no format problems and work is professional and attractive</p> <p>5 Points</p>
Spelling/Grammar = 5	<p>Student has more than ten major spelling and grammar mistakes.</p> <p>0 Points</p>	<p>Student has more than five major spelling and grammar mistakes.</p> <p>3 Points</p>	<p>Student has a couple of minor spelling and grammar mistakes, but they do not take away from the overall project.</p> <p>4 Points</p>	<p>Student uses proper spelling and grammar in his/her project.</p> <p>5 Points</p>
Intended Audience = 5	<p>Student does not describe who the intended audience is for his/her project.</p> <p>0 Points</p>	<p>Student describes whom the intended audience for his/her project is, but does not explain why they are the intended audience or how it could change their view about the Holocaust.</p> <p>3 Points</p>	<p>Student describes who the intended audience is and why they are the intended audience, but does not describe how it could change their view about the Holocaust.</p> <p>4 Points</p>	<p>Student describes who the intended audience is, why they are the intended audience, and how his/her project could change their view about the Holocaust.</p> <p>5 Points</p>

7. Technology

Overhead Projector – I will be using the overhead projector in many of my lessons to have the students analyze and interpret different sources. We will be looking at many different images, documents, quotes, maps, etc. I feel like the overhead projector will be a good change from the basic PowerPoint slides and will allow me to mark on the different images or sources that we are analyzing.

PowerPoint – I will also be using some PowerPoint presentations as tools for my lessons. I do not plan on having much text on any presentations since we will not be taking many notes, but will use the PowerPoint presentations to show different sources to analyze or just sources that will help give the students a visual of what we are covering. I will show my PowerPoint slides either via the technology cart or over the classroom's computer, which is capable of showing PowerPoint slides on the classroom television.

DVD's and other Videos – I will be using clips from different videos/DVDs throughout my unit. I will use the classroom's VCR/DVD player connected to the classroom's television to do so. These clips will either be used as visual aids to help the students' comprehension of the content, or we will be analyzing and interpreting the clips I show. Some examples of clips I will show include the attack on Pearl Harbor, Miracle at Dunkirk, Holocaust camps and survivors, etc.

Audio Clips – I will also use some audio clips such as FDR's "Pearl Harbor Speech" or Neville Chamberlain's "Peace in Our Time" speech. I have these audio clips as mp3s and will either play them over my computer if the speakers are loud enough or using the technology cart. I believe that the students will really appreciate hearing what these men sounded like and the emotion involved in the documents we are studying.

8. Detailed Lesson Plans

Day 1 – Legacy of WWI

I. Overview/Focus Statement

This lesson will focus on the aftermath of WWI and how the unprecedented costs associated with the Great War will deter any European thought of another war ever again occurring. Most Europeans after WWI believed that they would not have to witness another war in their lifetime as the number of men killed, money it would cost to rebuild their countries, and fall of the European monarchies made another war unthinkable.

We will also focus on the main ideologies present in the world after WWI. The main ideologies focused on will be Communism, Socialism, Fascism, Liberalism, and the Conservatives. It is extremely important that the students gain a knowledge base of what each of these ideologies represents as the ideologies will be returned to multiple times throughout the unit. If the students understand what the main points of each of these ideologies are, then the lessons regarding the Spanish Civil War and Appeasement will have more meaning and be easier to understand.

II. Vital Theme and Narrative: Values, Beliefs, Political Ideas, and Institutions

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.

IV. Essential Questions

- Was another world war fathomable after World War I ended? Why or why not?
- How did the rise of ideologies impact the world after WWI?
- How do the different ideologies compare/contrast?

V. Objectives

- Students will recognize and be able to explain the impact of new ideologies on the world after World War I.
- Students will be able to fill out a graphic organizer with information they gain from a simulation. They will be able to take the content they are experiencing first hand and translate it into their own words in their graphic organizers.
- Students will be able to identify and explain the similarities and differences between the main ideologies present during the 1930's.

VI. Learning Standards

WH.8.11

Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s. (Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.

USH.5.2 Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

NCSS Standard 3 (3a) Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. (Analyze multiple causation).

IM1.4.14 Summarize and interpret sets of data using center and variability.

Example: The following gives the pulse rates of 20 students: 55, 95, 62, 94, 93, 91, 64, 67, 80, 80, 82, 70, 72, 76, 88, 84, 88, 86, 78, 78. Find the mean, range, quartiles, and interquartile range.

VII. Procedures

A. Introduction

We will begin this lesson by looking at the legacy of WWI. The main points we will cover will be the loss of monarchies, the seemingly loss of faith, the death and destruction that resulted, and finally the rise of ideologies. In order to help guide this discussion, the students will receive a page with statistics on it that show the casualties of the war. Also, I will ask the students about President Wilson's 14

points and how some of the points demonstrate the world's desire and belief that another war would never happen again.

B. Activity

The final point in today's introduction, the rise of ideologies, will be the focus for the rest of the lesson. In order to learn about the different ideologies I will lead a simulation in which the students will experience what life under each of the ideologies would be like. We will cover Socialism/Communism, Fascism, Liberalism, and also look at the Conservatives' beliefs. Each student will receive one of four identities at the beginning of the period that will describe what social class he/she is in and what they do in society. These social classes will include the elite (the smallest amount of students), the merchant/upper middle class (second smallest amount of students), the Working class (a little less than the peasants), and finally the peasants (the largest amount of students). These identities will play a big role in how they are treated in each ideology we cover.

I will act as the "leader" during each of the ideology simulations. For example, when we are talking about Liberalism, I will be the President/Prime Minister and when we talk about Fascism, I will be the Dictator. Therefore, I will be in charge of describing what they can and cannot do. Their desks will serve as their *property*, so depending on what ideology we are talking about, it will serve either as "private property" or it will belong to the state. I will use some type of candy to demonstrate *distribution of wealth/equality*. The students will observe the type of *leadership* and their *rights* based on how I treat them during each simulation. Finally, they will also observe how the different ideologies view the different *social classes*. While the students are experiencing these ideologies, they will be filling out a chart with what they are experiencing. This chart will serve as their assessment and also as a tool they can use throughout the unit to help them understand the ideologies.

VIII. Method of Assessment

I will assess the students by having them fill out a graphic organizer in which they will record what they believe each ideology is/what their characteristics are as they experience them through a simulation.

IX. Materials/Resources

- Statistics/results of WWI Handout
- Identity cards
- Graphic Organizers
- Candy

Day 2 – Introduction of World Leaders

I. Overview/Focus Statement

This lesson will focus on the major leaders present in the world after World War I, their beliefs, and the impact they will have as we continue through the unit. The students will be able to begin analyzing and interpreting primary and secondary sources, an activity they will be doing a lot as I am student teaching, and then teaching their fellow students the information they learn. This lesson will help the students understand the ideologies we covered last class even better as well as give them more background information they will need as we continue throughout the unit.

II. Vital Theme and Narrative: Values, Beliefs, Political Ideas, and Institutions

III. Enduring Understandings/Habits of Mind

- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

IV. Essential Questions

- Who were the main leaders present in the world after WWI, and how do their backgrounds and ideologies compare to one another?
- How do you think these leaders will impact the world as we continue studying the beginning of World War II?

V. Objectives

- Students will analyze and interpret primary sources in order to learn about the major leaders present during the 1930's.
- Students will be able to explain to/teach their classmates, information they gained from their own research.
- Students will be able to make connections between major leaders, geographic regions, and the ideologies we learned about in the previous lesson.

VI. Learning Standards

USH.5.3 Identify and describe key leaders and events during World War II.
(Government)

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki

WH.8.11

Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s. (Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.

VII. Procedures

Introduction

I will begin this lesson by having the students number off 1-5, which will form the groups in which they will work for the majority of the period. Each group will be assigned a packet of information regarding one of the five new world leaders: Benito Mussolini, Adolf Hitler, Joseph Stalin, Hirohito, and Neville Chamberlain.

Activity

The students will then split into their separate groups and analyze the packets they were given. They will need to read through the information to find out certain information about their individual. They will be given a large sheet of paper as well and as they are analyzing their documents, they will record certain information that they will later report out to the class. Some of the information they will be instructed to find and record would be the individual's name, background, what country he was the leader of, what ideology he followed, his age, military background, any interesting facts, etc. Once all of the groups have filled out their information on their individual, the groups will take turns reporting out their information to the rest of the class. While each group is reporting out, the rest of the students will be filling out a graphic organizer.

Conclusion

Once all of the groups have presented, the students will create a resume over a leader of their choice. They will need to include certain information such as name, age, where he is from, education, military experience, leadership positions, previous employment, beliefs/ideologies, and any other information they think is important for a future employer to know about this individual.

VIII. Method of Assessment

Students will be assessed in a couple of ways during this lesson. First, they will be assessed informally based on their participation in the group work and completing the graphic organizer as their fellow classmates teach them about each leader. The students will also be assessed through the creation of a resume in which they will choose a leader and write a resume from his perspective.

IX. Materials/Resources

- Packets of information on each world leader
- Graphic Organizers
- Large sheets of paper
- Resume Writing Prompt

Day 3 – Road to War

I. Overview/Focus Statement

This lesson will continue to look at the ideologies present in Europe and around the world and how they begin to interact with one another. The Spanish Civil War will provide the base of this lesson, as the Spanish Civil War was a great example of how the European ideologies would work together/conflict in Europe as well as a “training” ground for WWII. The students will understand how a country’s ideology influenced the side they fought for or whether they fought at all and how the European nations used the War to test new weapons and military tactics. The students will also be engaged in a debate in which they will be asked to defend different possible American stances, isolationist vs. interventionist.

II. Vital Theme and Narrative: Values, Beliefs, Political Ideas, and Institutions

III. Enduring Understandings/Habits of Mind

- Understand the relationship between geography and history as a matrix of time and place and as a context for events.

- Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.

IV. Essential Questions

- How was the Spanish Civil War a precursor to World War II?
- What was America's position regarding the Spanish Civil War and how does this stance reflect their policies at the time?
- What do you believe America should have done in regards to the Spanish Civil War and why do you believe this?

V. Objectives

- Students will be able to explain the importance of the Spanish Civil War in terms of it being a precursor to World War II, and the alignment of the world powers and their ideologies.
- Students will learn how to engage in a formal debate after analyzing and interpreting a side of the argument that they will then have to defend.

VI. Learning Standards

USH.4.8 Describe the cause and effect of American isolationism during the 1930s. (Government, Economics, Geography)

Example: American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, and the Neutrality Acts (1935-1937)

WH.8.11

Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s. (Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.

VII. Procedures

Introduction

I will begin this class with an image of Pablo Picasso's Guernica. Most of the students have probably never seen this, so they it should evoke some questions about why it was painted and what it represents. This will lead into a discussion of the Spanish Civil War focusing on what it was, who fought in it and just

as importantly who did not fight, and what it meant. The main point will be that conflict between ideologies and European countries is brewing in 1936 and the countries are already lining up with their allies that will remain into WWII. We will also discuss how the United States decided to stay neutral during this war and why they chose to do so. This element of the introduction will set up the main activity of the lesson.

Activity

In order to look at America's policies and stance towards the rest of the world, we will hold a mini debate. I will split the class into two groups, one group supporting isolationism and the other group supporting interventionist approaches. Each group will receive a handout that has the main points of their argument listed. They will receive time as a group to think about and expand on their main points and decide on an individual to represent them in the debate. Each group will have points that conflict and also of equal legitimacy. This debate will not show a "winning side", but show how both policies had their advantages and disadvantages. The two groups will be able to present their sides in a formal debate. This will give the students practice working in groups as well as experience in a formal debate situation.

Conclusion

After the debate, the students will be given a writing prompt in which they become a news journalist who was observing the debate. As that journalist, they need to write a newspaper column in which they take a side and argue for that side. They will need to support their decision with evidence they learned during the class and the debate.

VIII. Method of Assessment

Students will be assessed based on their participation in the debate during the lesson as well as the writing activity they will complete at the end of class. The students will be required to write a newspaper column in regards to their opinion on what America's stance should be and why they support their beliefs.

IX. Materials/Resources

- Image of Guernica
- Outline of the Spanish Civil War
- Debate Materials such as positions for isolationism and interventionism
- Writing Prompt for newspaper column

Day 4 – Appeasing Hitler

I. Overview/Focus Statement

This lesson will focus on Appeasement, especially the Munich Conference and other ways that the European nations tried to maintain the peace in the 1930's. The students will be challenged to think about appeasement in a new way than is often portrayed in our history books. While Appeasement is looked down upon by many historians because it allowed Hitler to eventually start WWII, I will give the students a different side to the argument in which appeasement was not a new concept and at the time seemed like the best course of action. The students will not only be challenged to decide what their personal opinions on appeasement are, but also on when they think Hitler crossed the line and his actions became a legitimate cause of war.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.

IV. Essential Questions

- Was appeasement necessary or could World War II have been avoided if England and France had instituted a harsher policy with Hitler in the late 1930's. Why?

V. Objectives

- Students will analyze and interpret multiple sources in order to formulate their own opinion on appeasement and its necessity/consequences.
- Students will grasp the uncertainties of war and the tough decisions that are involved in deciding the direction to take when it will risk peoples' lives.
- Students will be able to identify and explain Hitler's moves and deception throughout the 1930's.

VI. Learning Standards

USH.4.8 Describe the cause and effect of American isolationism during the 1930s.
(Government, Economics, Geography)

Example: American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, and the Neutrality Acts (1935-1937)

11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.").

VII. Procedures

Introduction

I will begin this lesson with a quote by Heywood Broun that states, "Appeasers believe that if you keep on throwing steaks to a tiger, the tiger will become a vegetarian". I will ask the students what they believe this quote means. I will also provide them a definition and explanation of appeasement, as this will most likely be a new word for many of my students. This quote provides a rather negative stance on appeasement, so for the remainder of the class, we will focus on a main question, "Was appeasement necessary or could World War II have been avoided if England and France had instituted a harsher policy with Hitler in the late 1930's?" This lesson will not answer this question for the students, but rather give them the opportunity to decide on the answer themselves. In order to look at appeasement and the actions of Hitler and the Allied countries, we will examine four main events: Anschluss, militarization/occupation of Sudetenland and Rhineland, Munich Conference, and the attack on Poland.

Activity

The previous four events will be the basis for our discussion on appeasement. We will start by discussing the Anschluss. In order to do this, I will use a map to show the students where these geographic areas are located in Europe and why Hitler wanted them or thought he had a right to control them. We will discuss at each point whether Hitler is correct in wanting to obtain new territory or if he is crossing the line and his actions are calls for war. After the Anschluss we will look at the Sudetenland and Rhineland. Again, we will discuss whether Hitler was stepping over the line or not. Finally, we will look at the Munich Conference and investigate why the West chose to appease Hitler, what Hitler received, how the West reacted to the Munich Conference, and the implications of the Munich Conference. This will be a big part in answering the main question of whether appeasement was necessary or not. Finally, we will look at the Non-Aggression Pact between Germany and the U.S.S.R and end with the invasion of Poland. We will pick up the next days lesson discussing the invasion of Poland and other early German Battles.

VIII. Method of Assessment

Students will be assessed on their participation in analyzing and interpreting a quote regarding appeasement as well as different sources that describe important events in the late 1930's such as the Anschluss, Munich Conference, Non-Aggression Pact, etc.

IX. Materials/Resources

- Quote on Appeasement
- Documents, images, and other sources about events in the late 1930's

Day 5 – Early Battles

I. Overview/Focus Statement

This lesson will focus on the German invasion of France, the Miracle at Dunkirk, and the Battle of Britain. Students will use knowledge gained from the previous lesson regarding the Non-Aggression Pact to help them understand why Hitler decided to attack France and Britain at this point in the War. The ineffectiveness of the Maginot Line and French resistance will be explored, as well as the Miracle at Dunkirk. Finally, the German defeat in the Battle of Britain will be examined and possible impacts of the defeat will be discussed.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

IV. Essential Questions

- Why were the Germans successful in the Invasion of France and why were they unsuccessful in the Battle of Britain?
- Why was the Miracle at Dunkirk a “Miracle”?

V. Objectives

- Students will compare/contrast their own ideas regarding military strategy to what actually took place, in this case during the invasion of France.
- Students will be able to explain and appreciate the significance of the fall of France, the miracle at Dunkirk, and the Battle of Britain.
- Students will be able to explain how geography played a major role in all three of these early battles.

VI. Learning Standards

USH.5.3 Identify and describe key leaders and events during World War II.
(Government)

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki

11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

VII. Procedures

Introduction

This lesson will begin by looking back at the German invasion of Poland from the previous day's lesson as well as the German War Machine (Blitzkrieg). We will discuss how the invasion of Poland is widely considered the start of WWII, even though we could see conflicts arising years earlier. The discussion of the German War strategy will lead us into the main part of the lesson in which we look at the German invasion of France, the evacuation of Dunkirk, and the Battle of Britain.

Activity

We will start the main part of the lesson by examining images and maps of the Maginot Line. We will discuss why it was created and where it was located. To introduce this concept, I will give the students a blank map of the area between France and Germany and ask them to draw where they

would make a protective defensive line. Most likely they will make the Maginot line expand into Belgium in order to protect France, which will lead into the discussion of how the Maginot Line failed. I will talk briefly about the German invasion and the French/English failures that led to the quick defeat of France.

We will then talk about the Evacuation at Dunkirk. The students will once again be responsible for thinking about how they would deal with a situation, in this case fleeing France at the threat of being killed/destroyed by the German Army. They will be presented with the issues such as isolation, enormous amount of men and not enough transportation, pending attack/time, etc. We will then compare their ideas to what actually took place and discuss why it was considered a "miracle".

Finally, we will discuss the Battle of Britain. The students will examine some diagrams/images on the board and a PowerPoint to help them understand the British success and German failure during this battle. Some of the ideas we will cover will be distance, technology, location of fighting, the "Blitz" and its consequences, etc. Overall, the students will come away with the knowledge of why the Germans experienced their first defeat during the War and the consequences of such a defeat.

Conclusion

We will conclude the lesson with a short writing assessment in which the students will create a news articles over one of the following events: the German Invasion of France, the Evacuation of Dunkirk, or the Battle of Britain. They will need to make sure that they include information we covered in the lesson in their news article. They will decide on the topic they wish to cover, and then they will write a news article from both perspectives of the event. For example, if they choose the Battle of Britain, then they will create a British news article and a German news article. This will demonstrate not only their knowledge of what occurred during each event but their ability to take the perspective of somebody at the time and think at a higher level.

VIII. Method of Assessment

The students will be assessed in a couple of ways during this lesson. First, they will be assessed on their participation in the Maginot Line activity where they will be required to draw in the line they would build if they had the opportunity. They will then also be assessed on the writing of news articles at the end of the lesson. They will have to write a news article from both perspectives over one of the three events we cover.

IX. Materials/Resources

- Maps for Maginot Line activity
- Images of German invasion of France
- Video over the Miracle at Dunkirk
- Maps and images of Battle of Britain
- Writing prompt assessment

Day 6 – American Intervention in the War

I. Overview/Focus Statement

This lesson will focus on America's early intervention in the War. We will look at a couple of different events/policies that will challenge the belief that America was isolationist during this time. After each different event, the students will be asked whether they believe it did in fact mean America was not isolationist. This lesson will also serve as a lesson that makes the students think about America beginning to enter the War even before Pearl Harbor.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.

IV. Essential Questions

- What was America's stance during the beginning of World War II? How do you know?
- How do the events and policies America is part off support or challenge America's isolationist stance?

V. Objectives

- Students will be able to formulate their own opinions regarding America's stance during WWII – Isolationist vs. Interventionist, by using primary and secondary sources to support their opinion.

- Students will demonstrate their knowledge of the content covered, such as the Destroyers for Bases Deal, by illustrating a political cartoon that will also demonstrate their opinion on America's stance.

VI. Learning Standards

USH.4.8 Describe the cause and effect of American isolationism during the 1930s. (Government, Economics, Geography)

Example: American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, and the Neutrality Acts (1935-1937)

USH.5.2 Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

VII. Procedures

Introduction

I will begin this lesson by writing the following question on the board: Was the United States really Isolationist? Why or Why not? This will serve as our guiding question for the entire lesson. I will then ask the students what they believe makes a country "isolationist". They should have a good idea of the basics, as we will cover isolationism in one of the first lessons of this unit. I will write the students ideas on the board and then we will refer back to them as we go through the lesson to help us answer the question.

Activity

In order to explore America as either isolationist or interventionist, we will analyze different policies/events such as: Destroyers for Bases Deal, Hemisphere Defense Zone, America First Committee, Embargo of Japan, Atlantic Charter, and Lend-Lease Act. We will use images, text, maps, and other primary and secondary sources to look at these policies/events. As we cover each of these topics, we will refer back to the main question and see if it supports America's isolationist stance or if it supports an interventionist stance.

Conclusion

For the students' assessment, they will be creating two political cartoons over two of the events/policies we covered. The students will see examples of political cartoons to help them understand what they need to do. They will need to be creative and include enough content in their cartoon to demonstrate which policy/event they are covering as well as their opinion of whether it supports America as isolationist or interventionist.

VIII. Method of Assessment

The students will be assessed on their participation in the class discussions over America's role in the War, their participation in analyzing and interpreting primary and secondary sources, and in the activity they will do at the end of the lesson. The students will create two political cartoons at the end of the lesson in which they demonstrate their knowledge of two of the topics we discuss in the class and their personal belief of whether America is isolationist or interventionist.

IX. Materials/Resources

- Images, documents, maps, and other primary and secondary sources
- Political Cartoon Assessment Prompt

Day 7 – Holocaust

I. Overview/Focus Statement

This lesson will focus on the beginning of the discrimination of the Jewish race in Europe that would lead up to the Holocaust and Hitler's "Final Solution". This lesson is important, as it will introduce the students to the horrors humans can inflict upon other human beings. It is also important as the Holocaust is one of the worst events in history and the students need to be aware of and understand the significance of it. The students will have the opportunity to experience the Holocaust through different sources set up in different stations throughout the classroom in which they can make emotional connections to the event that took place.

II. Vital Theme and Narrative: Patterns of Social and Political Interaction

III. Enduring Understandings/Habits of Mind

- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- Appreciate the force of the nonrational, the irrational, and the accidental, in history and human affairs.
- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

IV. Essential Questions

- What were some of the early ways Jews in Europe were discriminated against and how do these events foreshadow Hitler's ultimate plan?
- How can humanity commit such terrible atrocities against human kind?

V. Objectives

- Students will be able to identify and explain the early ways in which the Jewish were discriminated against around the world in the 1930's.
- Students will be able to grasp the emotions and feelings that they Jewish people experienced by analyzing and interpreting primary and secondary sources.

VI. Learning Standards

USH.5.4 Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust. (Government, Geography)

NCSS Standard 3 (3b)

Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. [Interrogate historical data].

VII. Procedures

Introduction

This will be the first of a two-day lesson plan over the Holocaust. I will begin this class by explaining to the students that they will be learning about the Holocaust by visiting different historical stations around the classroom over the next two days. I will then explain that they will need to learn as much as possible at each station because they will be completing a special creative project over what they learn. I will pass out a paper with the project expectations, description, and rubric so that the students will know what I am looking for. They will have a couple of different options to complete their project that they can choose based on their individual learning profiles and skills. They will be able to write a poem, write a short story, create a poster, create a memory book/scrap book, create a journal of somebody from that time period, make a Venn diagram, etc. They will have the option to do almost any creative project as long as they okay it with me first. They will then have to include information from at least two of the six stations they will be visiting in the project.

Activity

For this first day, the students will be observing three of the six stations. One will include information about the Nuremburg Laws. The second will include information about Kristallnacht. Finally, the third station will cover the St. Louis Affair. Since the students will be learning about the project this day, which will take up some time, the students will have at least 10 minutes at each station. This will give them enough time to learn about the different information. There will also be multiple sources for them to observe, so they can choose to look at the sources they learn best by.

VIII. Method of Assessment

The students will be assessed on their participation in the different stations they are learning about, as well as from a creative project they will complete at the end of the lessons regarding the Holocaust. They will have to choose at least two topics they learned about from the Holocaust and demonstrate their knowledge in a creative project where they get to choose what they create.

IX. Materials/Resources

- Station and materials for the Nuremburg Laws, Kristallnacht, and the St. Louis Affair.
- I will use videos, images, documents, journals, and other sources at each station.
- Directions and Rubric for the Creative Project

Day 8 – Holocaust

I. Overview/Focus Statement

This lesson will continue to focus on the Holocaust and Hitler's "Final Solution". This lesson is important, as it will introduce the students to the horrors humans can inflict upon other human beings. It is also important as the Holocaust is one of the worst events in history and the students need to be aware of and understand the significance of it. The students will have the opportunity to experience the Holocaust through different sources set up in different stations throughout the classroom in which they can make emotional connections to the events that took place.

II. Vital Theme and Narrative: Patterns of Social and Political Interaction

III. Enduring Understandings/Habits of Mind

- Understand how things happen and how things change, how human intentions matter; but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- Appreciate the force of the nonrational, the irrational, and the accidental, in history and human affairs.
- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

IV. Essential Questions

- What were the consequences of the Holocaust and how did it impact the world?
- How can humanity commit such terrible atrocities against human kind?

V. Objectives

- Students will be able to connect emotionally to the horror of the Holocaust by analyzing and interpreting primary and secondary sources, such as journals, video, statistics, images, etc.
- Students will complete a creative project over the Holocaust and the content they have learned during the past two lessons.

VI. Learning Standards

USH.5.4 Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust. (Government, Geography)

VII. Procedures

Introduction

At the beginning of the lesson, I will once again answer any questions the students may have about the stations or the project. Once we answer any questions, the students will move into observing the different stations.

Activity

During today's lesson, the students will learn about the Concentration Camps, observe witness accounts of what it was like to be Jewish at this time, and see the statistics and horrible results of the Holocaust. The students will have more time at each station, and if they finish with all three stations, then they can use the remainder of the class period to brainstorm/work on their creative projects.

VIII. Method of Assessment

The students will be assessed on their participation in the different stations they are learning about, as well as from a creative project they will complete at the end of the lessons regarding the Holocaust. They will have to choose at least two topics they learned about from the Holocaust and demonstrate their knowledge in a creative project where they get to choose what they create.

IX. Materials/Resources

- Station and materials for the Extermination Camps, Personal Recollections of the Holocaust, and the consequences of the Holocaust.
- I will use videos, images, documents, journals, and other sources at each station.
- Directions and Rubric for the Creative Project

Day 9 – Pearl Harbor

I. Overview/Focus Statement

This lesson will focus on Pearl Harbor and America's reaction to Pearl Harbor. This is an important lesson, because it is the one event that leads to the United States entering WWII. It is important for the students to learn what happened at Pearl Harbor, how the nation responded, and what it meant for the World and those countries already at War. The students will have the opportunity to take the perspective of someone at the time and express how they believe they would have felt after the Attack on Pearl Harbor.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.

IV. Essential Questions

- How did America respond to the Attack on Pearl Harbor and how would you react to the Attack?
- How will this event impact the world and the War?

V. Objectives

- Students will analyze the attack on Pearl Harbor and the American response while forming their own opinion on how America should respond.
- Students will appreciate and be able to explain the significance of the Attack on Pearl Harbor and what it meant for the rest of the world.

VI. Learning Standards

USH.5.2 Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

USH.5.3 Identify and describe key leaders and events during World War II.
(Government)

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

VII. Procedures

Introduction

I will begin this lesson by showing a brief video and images of the attack on Pearl Harbor. This will be an emotional set-induction that will get the students thinking about what the nation experienced on December 7, 1941. I will then provide them with some statistics of how devastating the attack was on the American naval fleet stationed in Hawaii. This introduction will then lead into the main activity for the day.

Activity

The main activity we will be completing during this lesson will be analyzing and interpreting FDR's Pearl Harbor Speech. We will discuss this speech in detail and talk about the impact it would have had on the American listeners and on the World. I will then play the actual speech so they can hear what it sounded like if we have enough time.

Conclusion

The assessment for this lesson will be for the students to write a letter to the government in which they will describe what they want the government to do in response to the attack on Pearl Harbor. This will allow them to take the perspective of an American at the time as well as practice writing a letter to their government, which is an important part of being a good active citizen.